



Dr. D. Mathematical Literacy

Term 2 - 2020

Exam 1

Total 100 points

Total 2 hours

Learner's name: _____ Dr. ID: _____

Instructions and information:

- This paper consists of five questions, answer both questions.
- The use of a calculator is not permitted.
- No go - Do not write/stop.
- Show all the steps needed to arrive at the answer.
- Straight!

Topics per question:

Question	Topic	Total
1	Data handling	25
2	Finance	27
3	Data Handling and Traffic System	26
4	Probability	18
5	Exchange rates	18
6	Loans	11

Scenario 1:

The table shows the prices of various items in January and February 2018.

Prices are shown below:

	January	Feb	Mar	April	May	June	July	August	September	Oct	Nov	Dec
Price	1.10	1.15	1.10	1.15	1.10	1.15	1.10	1.15	1.10	1.15	1.10	1.15

1.1.1	Describe the term inflation	10
1.1.2	Rank the inflation per month from least to greatest	10
1.1.3	Determine the median of the data	10
1.1.4	Determine the inflation for the year	10
1.1.5	Determine the 5-number summary of the data above	10
1.1.6	Draw a back-to-back - frequency diagram of the above data	10
1.1.7	Is the data skewed with little skew or no skew?	10

1.2. John is a Dr. ID learner from Pretoria in January claims that the cost of living has increased and by evaluating their prices. He specifically looks at groceries that are bought and records the price of each item to the nearest Rand. Below is a list of the prices of the items, given in Rand.

15 25 35 35 35 35 45 55 55 75 85 85 85 95 105 105

1.2.1	Draw a stem-and-leaf diagram to represent the above data	10
1.2.2	Which measure of central tendency would give a better representation for the above data, the mean or the median?	10

Grade 12 Mathematical Literacy 2014 June Exemplars

**Harika Masud, Helene Pfeil, Sanjay
Agarwal, Alfredo Gonzalez Briseno**



Grade 12 Mathematical Literacy 2014 June Exemplars:

International Practices to Promote Budget Literacy Harika Masud, Helene Pfeil, Sanjay Agarwal, Alfredo Gonzalez Briseno, 2017-08-09 Budget literacy is defined as the ability to read decipher and understand public budgets to enable and enhance meaningful citizen participation in the budget process. It is comprised of two main parts: i) a technical understanding of public budgets including familiarity with government spending, tax rates and public debt, and ii) the ability to engage in the budget process comprising of practical knowledge on day to day issues as well as an elementary understanding of the economic, social and political implications of budget policies, the stakeholders involved and when and how to provide inputs during the annual budget cycle. Given that no international standards or guidelines have been established for budget literacy education to date, this book seeks to address this gap by taking stock of illustrative initiatives promoting budget literacy for youth in selected countries. The underlying presumption is that when supply side actors in the budget process (governments) simplify and disseminate budget information for demand side actors (citizens), this information will then be used by citizens to provide feedback on the budget. However, since citizens are often insufficiently informed about public budgets to constructively participate in budget processes, one way to empower them and to remedy the problem of budget illiteracy is to provide budget literacy education in schools to youth, helping them evolve into civic minded adults with the essential knowledge needed for analyzing their government's fiscal policy objectives and measures and the confidence and sense of social responsibility to participate in the oversight of public resources. This book elaborates on approaches, learning outcomes, pedagogical strategies and assessment approaches for budget literacy education and presents lessons that are relevant for the development, improvement or scaling up of budget literacy initiatives.

Effective Grading Practices for Secondary Teachers Dave Nagel, 2015-03-04 Enact innovative grading systems that more accurately describe student progress. This book challenges traditional grading practices and provides alternatives that can have direct impact on student success. By making subtle shifts toward standards based grading systems, schools can reduce unnecessary course failures, provide students and their families a more accurate picture of current progress and increase opportunities for success. The author offers a range of grading reform strategies that are built from practical frameworks that are effective and simple to adapt. Among the many strengths of this book are: Practical application of existing research and evidence base for effective secondary grading reforms; A framework for schools and districts to apply and adapt failure prevention strategies such as early failure detection, Amnesty Days and meaningful stipulated second chance opportunities for students to reach mastery; Functional strategies and actions for shifting toward standards based referenced grading without entirely abandoning letter grades; Countering resistance to change through a clearly articulated plan for conducting school wide and classroom level action research around the effectiveness of new or adjusted grading practices. Informative and pragmatic, this book is spot on with analysis of this elephant in the room issue. Nagel uses both empathy and humor in getting to the heart of a process to

generate real solutions while underscoring the ultimate need for teacher voice in any successful implementation He provides ready made strategies for real impactful change I m left hopeful that feedback will rule the day Bruce Potter Superintendent Berkshire UFSD Nagel offers an insightful and articulate voice to secondary improvement and alignment through grading practices His tried and true methods through working with real districts provides a starting place and examples for others to follow A must read for anyone serious about ensuring student engagement through meaningful feedback Debra K Howe Superintendent Tri Creek School Corporation Curriculum Development and Review for Democratic Citizenship and Human Rights Education Tibbitts, Felisa,Council of Europe,2016-03-01 Education for democratic citizenship and human rights education are vital for peaceful sustainable and inclusive societies based on respect for the human rights of every person Effective teaching and learning processes require well trained teachers positive learning environments and high quality learning materials This is underpinned by education policy including curriculum development and review which is the main focus of this book The strengthening of education policies in the fields of education for democratic citizenship and human rights lies at the very heart of the efforts of the Council of Europe the United Nations Educational Scientific and Cultural Organization the Office for Democratic Institutions and Human Rights of the Organization for Security and Co operation in Europe and the Organization of American States These organisations have jointly produced this publication in order to support states commitment to fostering citizenship and human rights education and improving access to quality education for all **Teaching to Change the World** Jeannie Oakes,Martin Lipton,Lauren Anderson,Jamy Stillman,2018-01-29 Teaching to Change the World is an up to the moment engaging social justice oriented introduction to education and teaching and the challenges and opportunities they present Both foundational and practical the chapters are organized around conventional topics but in a way that consistently integrates a coherent story that explains why schools are as they are Taking the position that a hopeful democratic future depends on ensuring that all students learn the text pays particular attention to inequalities associated with race social class language gender and other social categories and explores teachers role in addressing them This thoroughly revised fifth edition remains a vital introduction to the profession for a new generation of teachers who seek to become purposeful knowledgeable practitioners in our ever changing educational landscape for those teachers who see the potential for education to change the world Features and Updates of the New Edition Fully updated Chapter 1 The U S Schooling Dilemma reflects our current state of education after the 2016 U S presidential election First person observations from teachers including first year teachers continue to offer vivid authentic pictures of what teaching to change the world means and involves Additional coverage of the ongoing effects of Common Core highlights the heated public discourse around teaching and teachers and charter schools Attention to diversity and inclusion is treated as integral to all chapters woven throughout rather than tacked on as separate units Digging Deeper resources on the new companion website include concrete resources that current and future teachers can use in their

classrooms Tools for Critique provides instructors and students questions prompts and activities aimed at encouraging classroom discussion and particularly engaging those students least familiar with the central tenets of social justice education

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